

Exploration Introduction

Unit: What motivates people to explore?

Title of lesson: Exploration Introduction

Time frame: approximately 3, 45-minute sessions

Lesson Author: Cris Norton

Standards addressed:

National History Standards

1. Chronological Thinking
 - D. Measure and calculate calendar time
 - E. Interpret data presented in timelines and create timelines

Alaska State Content Standards

History

- A. A student should understand that history is a record of human experiences that links the past to the present and the future.
 1. Students will be able to understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences.
 7. Students will be able to understand that history is dynamic and composed of key turning points.
- B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
 4. Students will be able recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns.
- D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.
 1. Students will be able to understand that the student is important in history.

Social Studies Knowledge, Skills, Dispositions:

Thinking Skills:

- Identify relevant factual material
- Place in proper sequence
- Form simple organization of key ideas related to a topic
- Classify information
- Restate major ideas of a complex topic in concise form
- Present visually information extracted from print
- Communicate orally and in writing

Reading Skills:

- Make Timelines
- Read for a variety of purposes: critically, analytically, ...to answer a question, ...to skim for facts

- Recognize and understand an increasing number of social studies terms

Learning objectives:

At the completion of this lesson:

1. students will be able to have a basic understanding of what exploration and explorers are.
2. students will know the basic elements of a timeline.
3. students will be able to apply basic knowledge of timelines when creating an accurate timeline of self history.
4. students will be able to apply basic knowledge of timelines when creating an accurate timeline relating to the history of explorers.

Cooperative Skills Addressed:

- Communicate own beliefs, feelings, and convictions
- Contribute to the development of a supportive climate in groups
- Discussion-pair share, small group, large group

Technology inclusion: overhead projector and white/chalk board

Materials needed:

- ❑ notebook (Store bought spiral /composition notebook or notebook created using notebook paper and construction paper.), to be used as Explorer Sourcebook
- ❑ large stickie poster for KWL chart (can use the kwl ship chart as a basis)
- ❑ timeline of me worksheet
- ❑ timeline info. & timeline info 2
- ❑ Exploration Timeline template

Lesson Plan/Lesson Design (Description of tasks/activities):

Include sections on:

1. **Prior assignment/preparation** – This is the first in a series of lessons on exploration, therefore there are no prior assignments, or required prior knowledge or skills. This lesson will help you to know what they know and can do.
2. **Opening activity** – Creation of Explorer Sourcebook, and/or walk through Explorer Sourcebook. (Remember to help/have students create a table of contents & a consistent format to use throughout the book.)
3. **Specific lesson design--**
PART 1-
 - a. After creating the Explorer Sourcebook, and or/walk through the students will then make their first entry in the Sourcebook by answering some/all of the following questions (here are some good questions to help the students activate their schemas on explorers and exploration)
 - i. What do you think exploration is?
 - ii. When do you think exploration happens?
 - iii. Where has exploration happened?

- iv. Name some explorers that you have heard of.
- v. What makes a person an explorer?
- vi. Why do people explore?
- b. After students have written in their Sourcebook, allow them time to discuss what has been written with their peers in small groups.
- c. Gather the class as a whole and create a classroom KWL chart with some of the gathered classroom knowledge.
- d. Debrief students on activity.

PART 2-

- a. Introduce this part by modeling for students what a timeline looks like and the key elements needed to have an accurate timeline.
 - a. Show students several different examples of timelines, out of books, student created, etc.
 - b. Model for the students a History of Me Timeline, using either yours or a fictitious 4th grade student's information.
 - c. Then have the students use the Timeline template to create a History of Me Timeline to place in their Exploration Sourcebook, so they have an example to refer back to. Allow students to take it home to work on it with parents so they can have accurate event points.

PART 3-

- a. Allow students to have time to share in small groups their History of Me Timeline.
- b. Have students reflect back on what was learned regarding timelines and write down at least one new thing they have learned about timelines. Then have them write an entry into their Sourcebook relating to the following question: Imagine you are an explorer, what is something you would like to explore (could be past, or present), and why?

4. Assessment – The students' work in the Explorer Sourcebook will show their growth and can be used for formative assessment purposes. The prior knowledge activity, History of Me Timeline, the beginnings of the Exploration Timeline, and reflections activities will all be added to the Explorer Sourcebook.